

HISTORY 103  
HISTORY OF CIVILIZATION TO 1500  
FALL 2007  
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Contact Hours: Department of Arts & Humanities Trailer 29B  
10:00-1:00 MWF & 11:30-12:30 T [ljack@suno.edu](mailto:ljack@suno.edu) (504) 286-5154

Description: History of Civilization to 1500, credit, 3 hours. This course is a study of the political, economic, social, cultural, religious and intellectual history of the world from ancient times to 1500.

Prerequisites: None.

Attendance  
Policy: The University Bulletin sets the attendance policy.

Cheating  
Policy: The Student Handbook sets the regulations for cheating.

**TEXTS**

Philip Lee Ralph, Robert E. Lerner, Standish Meacham, Alan T. Wood, Richard W. Hull, and Edward McNall Burns, *World Civilization: Their History and Their Culture*, Volume I, 9th edition, 1997.

**SUPPLEMENTAL READINGS FOR REVIEW**

Tyldesley, *Daughters of Isis*  
Cowell, *Life in Ancient Rome*  
Vermes, *The Passion*  
Fletcher, *The Cross and the Crescent*

**OBJECTIVES**

1. The ability to explain and evaluate types of governmental systems employed, diplomacy and the nature of the legal system.
2. The ability to account for the diversity evident in the patterns of social organization, economic systems, artistic and scientific developments, and intellectual perspectives, which characterize each society.
3. Competency in describing and assessing the importance of the military systems utilized.
4. Skill in clarifying the meaning and importance of forms of religion practiced, major deities, myths, rites and rituals, and priests along with major events.

5. Knowledge of principal magistrates, military commanders, religious leaders, artists and philosophers in each society.
6. The ability to assess and value the achievements of individuals and groups.
7. Competency in oral and written communication.
8. Successful completion of the course.

## **EVALUATION MEASURES**

1. The final grade will be determined from the following:

Book reviews (2)	20%
Examinations (3 of 4)	60%
Class Participation/Journal Assignments	20%

2. Grading Scale

90%	A
80%	B
70%	C
60%	D

3. All critical book reviews are a maximum of three pages in length. They must have a meaningful title, an introduction, a body, and it may have a conclusion. All papers will be graded on both mechanics and content and must meet University standards. The audience for which you should write your papers consists of your classmates.

Three reviews may be submitted only two are required. The lowest grade will be dropped. No late assignments will be accepted. Late assignments and missed assignments will count as the lowest grade. There will be no make-up assignments.

Reviews are subject to a failing grade if the paper has no title, is not double-spaced, is four paragraphs or less, or is not typed.

4. There will be four examinations - including the final. All examinations are graded equally. The lowest grade will be dropped. Missed examinations count as zero and will count as the lowest grade. There will be no make-up examinations.
5. Join the class discussion. Your ideas will help your classmates by giving them a view other than the instructor's.

Perhaps the most important single thing is to take notes. Note taking is learned skill that gets better the more classroom notes, the better the examination grade. The instructor will help you get started and will periodically review your notes during your office visits.

Students enrolled in World Civilizations will keep a journal to track their competence in cultural literacy. Your instructor throughout the semester will check journals.

6. The instructor will determine student competence.
7. This syllabus is not a contract.

### **REVIEW DUE DATES**

26 September	#1
26 October	#2
November	#3

### **EXAMINATION DATES**

12 September	#1	
12 October	#2	26
12 November	#3	

See final examination schedule

### **READING ASSIGNMENTS**

Unit I:	Chapters 1-4
Unit II:	Chapters 5-6
Unit III:	Chapter 7-8
Unit IV:	Chapter 9
Unit V:	Chapter 10
Unit VI:	Chapter 11
Unit VII:	Chapter 12
Unit VIII:	Chapter 12, section
Unit IX:	Chapter 13-14
Unit X:	Chapter 15
Unit XI:	Chapter 18
	Chapter 16
Unit XII:	Chapter 17

### **UNIT I: "IN THE BEGINNING"**

### **READING ASSIGNMENTS**

World Civilizations, chapters 1-4. Charles S. Finch, "The Evolution of the Caucasoid" and Legrand Clegg II, "The First Invaders" in *African Presence in Early Europe*. "Egyptian Civilization in Colchis on the Black Sea" in *African Presence in Early Asia*. "Blacks and Jews in Historical Interaction: The Biblical/African Experience" in *African Presence in Early Asia*.

### TOPICS FOR CLASSROOM ACTIVITIES

1. The role rivers and other geographic factors played in the evolution of ancient civilization.
2. Contributions by early civilizations that affect our lives today, for example, the alphabet, use of metals and business practices.
3. The African origins of Egyptian Civilization.
4. The status of women in Egypt.

### HANDOUTS

Course Outline - Outline maps of the ancient Middle East and Africa.

### LIBRARY AND HOMEWORK ASSIGNMENTS

1. On your outline map, locate and shade in the Fertile Crescent and Egypt. Locate by placing the corresponding number on the map:

- |                    |                  |             |
|--------------------|------------------|-------------|
| 1. Tigris River    | 9. Sahara Desert | 17. Thebes  |
| 2. Euphrates River | 10. Sinai        | 18. Memphis |
| 3. Nile River      | 11. Akkad        |             |
| 4. Red Sea         | 12. Assyria      |             |
| 5. Persian Gulf    | 13. Babylonia    |             |
| 6. Arabia          | 14. Sumer        |             |
| 7. Asia Minor      | 15. Upper Egypt  |             |
| 8. Syrian Desert   | 16. Lower Egypt  |             |

2. Briefly define or identify the following:

<i>Australopithecus</i>	Sargon	Amen-Re	Schliemann
<i>homo erectus</i>	Hammurabi	Aton	Arthur Evans
<i>homo habilis</i>	Sargon	Osiris	Linear B
<i>homo sapien</i>	mesopotamia	Yahweh	
culture	Narmer (Menes)	Abraham	
Paleolithic	Zoser	Moses	
Mesolithic	Imhotep	Hebrew prophets	
Neolithic	Hyksos	Solomon	
<i>Epic of Gilgamesh</i>	Ahmose I	Minoan	

Ziggurat

Amenhotep IV

Mycenaean

## UNIT II: "THE DAWN OF HISTORY: THE STORY OF THE FAR EAST"

### READING ASSIGNMENTS

World Civilizations, chapters 5-6. "The Script of the Indus Valley Civilization," "The Jewel in the Lotus: the Egyptian Presence in the Indus Valley Civilization," "Krishna and Buddha of India: Black Gods of Asia," "The African Presence in Early China" "The Black Untouchables of India: Reclaiming our Cultural Heritage," "Dalits: The Black Untouchables of India" and "The Principle of Polarity" in *African Presence in Early Asia*.

### TOPICS FOR CLASSROOM ACTIVITIES

1. The role rivers and other geographic factors played in the evolution of ancient civilization.
2. Contributions by early civilization that affect our lives today; for example, the alphabet, use of metals and business practices.
3. *African Presence in Early Asia*

### HANDOUTS

Course Outline - Outline maps of the ancient Far East.

### LIBRARY AND HOMEWORK ASSIGNMENTS

1. On your outline map, locate and shade in the Deccan Hindustan and China. Locate by placing the corresponding number on the map:

- |                      |                     |            |
|----------------------|---------------------|------------|
| 1. Indian Ocean      | 11. Tibet           | 21. Japan  |
| 2. Arabian Sea       | 12. East China Sea  | 22. Ceylon |
| 3. Bay of Bengal     | 13. South China Sea | 23. Burma  |
| 4. Himalaya          | 14. Yellow River    | 24. Peking |
| 5. Vindhya           | 15. Yangtze River   | 25. Taiwan |
| 6. Indus River       | 16. Huai River      |            |
| 7. Brahmaputra River | 17. Yellow Sea      |            |
| 8. Ganges River      | 18. Mongolia        |            |
| 9. Mohenjo-Daro      | 19. Korea           |            |
| 10. Harappa          | 20. Indochina       |            |

2. Briefly define or identify the following:

Dravidian	<i>Ramayana</i>	Shang
Australoid	Sanskrit	Chou
monsoons	<i>Upanishads</i>	Ashoka

Mohenjo-Daro  
Harappa  
Aryan  
raja  
deva  
brahman  
shudra  
Mahabharata

Gautama  
nirvana  
Jainism  
Arabic numbers  
Chandragupta  
Arthashastra  
*Book of Changes*  
Peking Man

Confucius  
*Analects*  
Mencius  
Taoism  
Mo Ti

### UNIT III: "TO THE GLORY OF MAN"

#### READING ASSIGNMENTS

"Greek Civilization" and "The Hellenistic Civilization," chapters 7-8, in the text. James Brunson, "The African Presence in the Ancient Mediterranean Isles and Mainland Greece," Martin Bernal, "Black Athena: The African and Levantine Roots of Greece," John A. Williams, "The Stolen Legacy: A Review, and Asa G. Hilliard, "Blacks in Antiquity: A Review," in *African Presence in Early Europe*.

#### TOPICS FOR CLASSROOM ACTIVITIES

1. The ways Greek topography contributed to her greatness and to her weakness.
2. The status of women in Greece.
3. Ways the diffusion of Greek culture by Alexander affected the Middle East of Today.
4. *African Presence in Early Europe*

#### LIBRARY AND HOMEWORK ASSIGNMENTS

1. On your map, shade in the city-states of Corinth, Athens and Sparta. Locate by placing the corresponding number on the map:

- |                |                |
|----------------|----------------|
| 19. Aegean Sea | 23. Mycenae    |
| 20. Crete      | 24. Troy       |
| 21. Macedonia  | 25. Alexandria |
| 22. Persia     |                |

2. Briefly define or identify the following:

Hellenic	Darius	Peisistratus	Peloponnesian War
<i>Iliad</i>	oligarchy	Cleisthenes	polis
<i>Odyssey</i>	tyrant	Thales	ostracism
Cyrus	democracy	Marathon	Socrates
Solon	Pericles	Herodotus	Sophists

Pythagoras	Hellenistic	Stoics	Thucydides
Ptolemy	Euclid	Archimedes	Plato
Sophocles	Aristotle	Alexandria	Eratosthenes
Euripides	King Philip II	Cynics	Hipparchus
Dorians	Alexander	Epicureans	Aristarchus

#### UNIT IV: "THE SPLENDOR OF ROME"

##### READING ASSIGNMENT

"Roman Civilization," chapter 9 in the text.

##### TOPICS FOR CLASSROOM ACTIVITIES

1. The evolution of one form of government to another as the city-state became a nation and then an empire.
2. The status of women in Rome.
3. Things from the era of the Roman Empire that affect our lives today, for example law and words.

##### HANDOUTS

Outline map of the Roman Empire

##### LIBRARY AND HOMEWORK ASSIGNMENTS

1. On your map locate and shade in Rome in 500 B.C. and more lightly shade in the Roman Empire under Marcus Aurelius.
2. Locate by placing the number on your map.
 

1. Britannia	5. Byzantium	9. Iberian Peninsula
2. Gaul	6. The Mediterranean Sea	10. Strait of Gibraltar
3. Germania	7. The Adriatic Sea	11. Tyrrhenian Sea
4. Carthage	8. Sicily	12. Sardinia
3. Briefly define or identify, as it was used in the text, each of the following:

Phoenicians	pontiff	Octavian
Baal Hammon	Punic Wars	Cleopatra
Etruscans	Hannibal	Actium
Cincinnatus	Cannae	Lucretius
Lucretia	Republic	Augustus
Romulus and Remus	Gracchi brothers	<u>princeps</u>

Aeneas	Gaius Marius	<u>pax Romana</u>
Tarquin the Proud	Sulla	Virgil
plebeian	Cicero	Horace
patricians	Pompey	Ovid
Senate	Julius Caesar	Hadrian
tribunes	Anthony	Cybele
Law of the Twelve Tables	Actium	Mithras

## UNIT V: "DECLINE AND FALL OF THE ROMAN EMPIRE"

### READING ASSIGNMENTS

"Christianity and the Transformation of the Roman World," chapter 10 in the text. Edward Scobie, "African Popes," Danita Redd, "Black Madonnas of Europe: Diffusion of the African Isis," Ivan Van Sertima, "The African Presence in Early Europe: The Definitional Problem" in *African Presence in Early Europe*.

### LIBRARY AND HOMEWORK ASSIGNMENTS

1. Briefly define or identify each of the following:

Septimius Severus	Jesus of Nazareth	Justinian
Pertinax	Gospels	<i>Corpus</i>
Postumus	Zealots	Lombards
<i>wergeld</i>	Peter	
<i>comitatus</i>	Paul of Tarsus	
Diocletian	Theodosius	
<i>dominus</i>	Petrine Succession	
<i>colons</i>	monasticism	
Constantine	Basil the Great	
Edict of Milan	Benedict of Nursia	
Council of Nicaea	Cassiodorus	
Arians	Clovis	
Visigoths	St. Augustine	
Adrianople	<i>Confessions</i>	
Alaric	<i>City of God</i>	
Vandals	St. Ambrose	
Attila	St. Jerome	
Pope Leo I	Theodoric the Ostrogoth	

2. Locate by placing the corresponding number on the map.

- |                    |               |
|--------------------|---------------|
| 13. Constantinople | 15. Jerusalem |
| 14. Antioch        |               |



## UNIT VI: "ASIA AND AFRICA DURING THE WESTERN CLASSICAL ERA"

### READING ASSIGNMENTS

"Asia and Africa in Transition (c. 200 B.C.-900 A.D.)," chapter 11 in the text. "Black Shogun: The African Presence in Japanese Antiquity," "The Black Presence in Classical Southeast Asian Civilization," "Diminutive Africoids: First People of the Philippines" and "Bodhidharma: Founder and First Patriarch of Zen Buddhism" in *African Presence in Early Asia*.

### TOPICS FOR CLASSROOM ACTIVITIES

1. The development of Hinduism and Hindu civilization.
2. The challenge of Gautama Buddha to Hinduism and the dominance of the Brahman caste.
3. The foundation of civilizations in Africa south of the Sahara.

### HANDOUTS

Course Outline - Outline map of Africa.

### LIBRARY AND HOMEWORK ASSIGNMENTS

1. On your outline map, locate and shade in the Sahara Desert and the Congo-Zambezi River system. Locate by placing the corresponding number on the map:

- |                  |                   |             |
|------------------|-------------------|-------------|
| 1. Indian Ocean  | 11. Niger River   | 21. Tunis   |
| 2. Lake Victoria | 12. Fezzan oases  | 22. Tripoli |
| 3. Nigeria       | 13. Lake Chad     | 23. Egypt   |
| 4. Tanzania      | 14. Awkar (Ghana) | 24. Gao     |
| 5. Ethiopia      | 15. Mauretania    | 25. Red Sea |
| 6. Nile River    | 16. Timbuktu      | 26. Ghana   |
| 7. Congo River   | 17. Sijilmasa     | 27. Nubia   |
| 8. Zambezi River | 18. Mozambique    | 28. Katanga |
| 9. Madagascar    | 19. Morocco       |             |
| 10. Cameroon     | 20. Algeria       |             |

2. Briefly define or identify the following:

- |                      |            |                      |
|----------------------|------------|----------------------|
| King Harsha          | Khmers     | Jimmu                |
| Vishnu               | Angkor Wat | Soga                 |
| Shiva                | Ch'in      | Taika Reform Edict   |
| <i>Bhagavad Gita</i> | Great Wall | <i>Tale of Genji</i> |
| <i>stupa</i>         | Han        | plantain             |
| Ajanta               | T'ang      | Bantu                |

## UNIT VII: "EASTERN CHRISTIANITY AND ISLAM"

READING ASSIGNMENTS

"Rome's Three Heirs: The Byzantine, Islamic, and Early-Medieval Western Worlds," chapter 12 in the text, sections, "The Byzantine Empire and Its Culture" and "The Flowering of Islam." Wayne B. Chandler, "The Moor: Light of Europe's Dark Age" and Beatrice Lumpkin and Siham Zitzler, "Cairo: Science Academy of the Middle Ages" in *African Presence in Early Europe*. "Ebony and Bronze: Race and Ethnicity in Early Arabia and the Islamic Works in Asia" in *African Presence in Early Asia*.

TOPICS FOR CLASSROOM ACTIVITIES

1. Reasons why Constantinople lasted a thousand years longer than Rome.
2. Women in Christian and Islamic society.
3. Why Islam's appeal enabled it to spread so rapidly.

LIBRARY AND HOMEWORK ASSIGNMENTS

1. On the map shade in the Byzantine and the Islamic empires.
2. Locate by number:
 

1. Jerusalem	9. Damascus
2. Alexander	10. Baghdad
3. Constantinople	11. Cairo
4. Athens	12. Venice
5. the Black Sea	13. Byzantium
6. Arabia	14. Gibraltar
7. Mecca	15. Pyrenees Mountains
8. Medina	16. Istanbul
3. Briefly define or identify the following:

Justinian	Coptic
Theodora	Ali
Justinian Code	Umayyad
Santa Sophia	Abbasids
Heraclius	<u>Mamluks</u>
Iconoclasts	Shi'ites
mosque	Sunnis
Mecca	Cyrillic alphabets

Muhammad  
Kabah  
Allah  
Koran  
Islam  
Higra  
jihads  
Abu Bakr

Basil II  
Robert Guiscard  
Manzikert  
Alexius I Comnenus  
Cardinal Humbert  
Michael Palaeologus  
Temujin  
Ottomans

## UNIT VIII: "OUT OF THE DARKNESS"

### READING ASSIGNMENTS

"Western Christian Civilization in the Early Middle Ages," section 3, of chapter 12.

### TOPICS FOR CLASSROOM ACTIVITIES

1. Christianization of the barbarians.
2. The significance of the Frankish state.

### HANDOUT

Outline map of Western Europe

### LIBRARY AND HOMEWORK ASSIGNMENTS

1. On your map locate and shade in Charlemagne's empire.
2. Briefly define or identify the following:

purgatory  
St. Boniface  
Benedictines  
Gregory the Great  
Lombards  
Franks  
King Recared  
Anglo-Saxon  
King Ethelbert  
Saracens

Clovis  
Merovingian  
Carolingian  
Pepin of Heristal  
Charles Martel  
Pepin the Short  
*Rus'*  
Magyars  
Vikings

*Book of Kells*  
Pope Zacharias  
Donation of Pippin  
Charlemagne  
Caroline minuscule  
*missi dominici*  
Otto the Great  
Cluny  
*Beowulf*

## UNIT IX: "THE TRIUMPH OF CHRISTIANITY"

## READING ASSIGNMENTS

"The High Middle Ages (1050-1300): Economic, Social, and Political Institutions," and "The High Middle Ages (1050-1300): Religious and Intellectual Developments," chapters 13-14 in the text.

## TOPICS FOR CLASSROOM ACTIVITIES

1. The organization of a medieval manor.
2. Factors that led to the revival of trade.
3. The new society created by the rise of towns.
4. Religious and intellectual development in the High Middle Ages.

## LIBRARY AND HOMEWORK ASSIGNMENTS

1. Briefly define or identify the following:

serfs	Cluny
<i>demesne</i>	simony
wool	college of cardinals
three-field system	Gregory VII
mills	investiture
open-field system	Concordat of Worms
knight	<i>canon law</i>
vassal	Urban II
homage	Innocent III
fief	Crusades
Marco Polo	St. Bernard of Clairvaux
money economy	Virgin Mary
guilds	Eucharist
Usury	Dominican
simony	St. Francis of Assisi
cathedrals	trivium
<i>universitas</i>	Peter Abelard
Frederick I Barbarossa	Norman Conquest
Averroes	<i>Poem of the Cid</i>
Dante	Gothic

2. Locate the following and place on the map:

- |           |                     |
|-----------|---------------------|
| 1. Amalfi | 10. Ghent           |
| 2. Bari   | 11. Baltic Sea      |
| 3. Genoa  | 12. North Sea       |
| 4. Venice | 13. English Channel |

- |             |                 |
|-------------|-----------------|
| 5. Gunis    | 14. Flanders    |
| 6. Tyre     | 15. Scandinavia |
| 7. Acre     | 16. Ravenna     |
| 8. Florence | 17. Bologna     |
| 9. London   | 18. Paris       |

## UNIT X: "MEDIEVAL CULTURE"

### READING ASSIGNMENTS

"The Later Middle Ages (1300-1500)," chapter 15.

### TOPICS FOR CLASSROOM ACTIVITIES

1. Violence, famine and disease.
2. Abuses and reforms in the Church.

### LIBRARY AND HOMEWORK ASSIGNMENTS

1. Briefly define or identify the following:

Black Death	Babylonian Captivity
agricultural specialization	indulgences
Hanseatic League	Great Schism
town	Council of Constance
business techniques	John Wyclif
Medici	Joan of Arc
Jacques Bonhomme	Wars of the Roses
Great Rebellion	Tudor dynasty
Ciampi	consolidation of royal power in Spain
Hussite Revolution	Mongols
Hundred Years' War	Tannenberg
Edward III	Ivan the Great
Philip VI	William Ockham
longbow	Boccaccio
Agincourt	Chaucer
gunpowder	clocks
Charles VII	printing
Hapsburg	Hohenzollern

2. Locate the following and place the corresponding number on the map:

50. Poland	56. Portugal	62. Avignon
51. Bohemia	57. Granada	63. Bruges

- |             |              |          |
|-------------|--------------|----------|
| 52. Hungary | 58. Pyrenees | 64. Kiev |
| 53. Prague  | 59. Bordeaux |          |
| 54. Castile | 60. Alps     |          |
| 55. Aragon  | 61. Antwerp  |          |

## UNIT XI: "THE RENAISSANCE"

### READING ASSIGNMENT

"The Civilization of the Renaissance (c. 1350-c. 1550)," chapter 18 in the text.

### TOPICS FOR CLASSROOM ACTIVITIES

1. Reasons why the Renaissance began in Italy.
2. How the secular spirit of the Renaissance promoted humanism, which is the ancestor of today's concern for human rights and dignity everywhere.
3. The work of the Renaissance men whose contributions still inspire and influence men and women.

### LIBRARY AND HOMEWORK ASSIGNMENTS

1. Briefly define or identify the following:

renaissance	Erasmus	Galileo
humanism	<i>The Courtier</i>	Raphael
individualism	Cesare Borgia	<i>Utopia</i>
Petrarch	Venice	<i>Essays</i>
patronage	Florence	Medici
civic humanism	Sixtus IV	Rembrandt
Valla	Innocent VII	Marlowe
Brunelleschi	Alexander VI	Shakespeare
Donatello	Julius II	Machiavelli
Masaccio	Leo X	Cervantes
Bramante	Clement VII	Rabelais
Cicero	Copernicus	Rubens
da Vinci	Kepler	<i>Leviathan</i>

## UNIT XII: "UPHEAVAL AND GRANDEUR"

### READING ASSIGNMENTS

"Centuries of Turmoil and Grandeur in Asia," chapter 16 in the text. *Before European Hegemony*

## TOPICS FOR CLASSROOM ACTIVITIES

1. The institutionalization of subjugation in India.
2. The family as a social institution in China.
3. *Before European Hegemony*

## HANDOUTS

Course Outline - Outline map of Asia.

## LIBRARY AND HOMEWORK ASSIGNMENTS

1. On your outline map, locate and shade in the Silk Road. Locate by placing the corresponding number on the map:

51. Afghanistan	56. Persia	61. Indochina
52. Delhi	57. Malay Peninsula	62. Burma
53. Manchuria	58. Lake Chad	63. Mesopotamia
54. Mongolia	59. Caspian Sea	64. Arabia
55. Hangchow	60. Cape of Good Hope	65. Peking

2. Briefly define or identify the following:

Islam	Sung	examination system
Hinduism	Grand Canal	Zen
Delhi Sultanate	gunpowder	pagoda
Raziyya	Mongols	inoculation
Ala-ud-din	Genghis Khan	feudalism
Timur the Lame	Kublai Khan	bushi
untouchables	Yuan	Shogun
<i>pardah</i>	Silk Road	Nun Shogun
<i>sati</i>	Ming	daimyo

## UNIT XIII: "THE INDIGENOUS AMERICAS AND AFRICA "

### READING ASSIGNMENTS

"The Americas and Africa before the Age of European Overseas Expansion," chapter 17 in the text.

## TOPICS FOR CLASSROOM ACTIVITIES

1. Examine Incan, Mayan, and Aztec civilizations.
2. The significance of the Olmecs.

3. The Almoravids in world history.

## HANDOUT

Outline maps of Africa and the Americas

## LIBRARY AND HOMEWORK ASSIGNMENTS

1. On your maps locate the following civilizations:

- |                      |                   |               |
|----------------------|-------------------|---------------|
| 1. Pacific           | 11. Argentina     | 21. Ghana     |
| 2. Andes             | 12. Chile         | 22. Takrur    |
| 3. Peru              | 13. Caribbean Sea | 23. Atlas Mts |
| 4. Mexico            | 14. Teotihuacan   | 24. Benin     |
| 5. Gulf of Mexico    | 15. Chichen Itza  | 25. Zimbabwe  |
| 6. Bering Strait     | 16. Tenochtitlan  | 26. Guatemala |
| 7. Angola            | 17. Moche River   | 27. Zaire     |
| 8. Yucatan peninsula | 18. Zambia        | 28. Mali      |
| 9. Machu Picchu      | 19. Ethiopia      | 29. Bolivia   |
| 10. Horn of Africa   | 20. Ecuador       | 30. Yeman     |

2. Briefly define or identify:

- |               |                  |                 |
|---------------|------------------|-----------------|
| Bering Strait | secret societies | Sankore         |
| corn (maize)  | mining           | Sunni Ali       |
| Pueblos       | metallurgy       | Askia Muhammad  |
| Moche         | cattle           | Eware the Great |
| Tiahuanacan   | slave trade      | Swahili         |
| Incas         | matrilineal      | Zimbabwe        |
| Olmecs        | Ghana            | Ezana           |
| Teotihuacan   | Takrur           |                 |
| Toltecs       | Almoravids       |                 |
| Mayas         | Sunjata          |                 |
| Aztec         | Mansa Musa       |                 |

## UNIT XIV: "REVOLUTIONS IN ECONOMICS AND RELIGION"

### READING ASSIGNMENTS

"Europe Expands and Divides: Overseas Discoveries and Protestant Reformation" chapter 19 in the text.

### TOPICS FOR CLASSROOM ACTIVITIES

1. Factors from the Renaissance that led to the Protestant Reformation.



2. The roles of leaders such as Martin Luther, John Calvin, and Paul III in the Protestant and Catholic Reformations.
3. The religious, social, and economic consequences of the Protestant Reformation as they affect our lives today that is, the emphasis on hard work and the rise of capitalism that led to world exploration and Europeanization.
4. Examine Aztec and Inca civilizations to understand why they failed to develop beyond the Stone Age.
5. Describe the Commercial Revolution.

### HANDOUT

Outline maps of Africa and the Americas

### LIBRARY AND HOMEWORK ASSIGNMENTS

1. On your maps locate the following civilizations:
 

19. Holy Roman Empire	34. Denmark
20. Amsterdam	35. Baltic Sea
21. Muscovy	36. Asia
23. India	37. Cape Verde Islands
24. Portugal	38. Caribbean
25. Indian Ocean	39. Pacific Ocean
26. Brazil	40. Cuba
27. Lisbon	41. Gulf of Mexico
28. Yucatan peninsula	42. Peru
29. Antwerp	43. Bolivia
30. Crimea	44. Hispaniola
31. Kiev	
32. Sweden	
33. Norway	
2. Define or identify the following:
 

printing press	Henry VIII
Gutenberg	Mary Tudor
Christian humanism	Elizabeth I
Desiderius Erasmus	Anabaptists
Sir Thomas More	Saint Teresa of Avila
Johann Tetzel	Ursulines
Martin Luther	Saint Ignatius Loyola
justification by faith alone	Society of Jesus

primacy of works  
John Calvin  
predestination

Council of Trent  
Ulrich Zwingli  
Catherine of Aragon

3. Briefly define or identify:

Prince Henry the Navigator  
Bartolomeu Dias  
Vasco de Gama  
Christopher Columbus  
Treaty of Tordesillas  
Vasco Nunez de Balboa  
Ferdinand Magellan  
Sebastian Elcano  
Hernando Cortes  
*requirements*  
*conquistadors*  
Aztec  
Montezuma II  
Francisco Pizarro  
*The Lusiads*  
*Utopia*

*reconquista*  
Mongol  
Ottoman  
Moors  
Gunpowder  
Ivan the Great  
Ivan the Terrible  
Bosworth Field  
Henry VIII  
Parliament  
Thomas Cromwell  
Louis XI  
Ferdinand and Isabella  
artillery  
Amerigo Vespucci  
Bartolome de Las Casas

UNIT XV: "THE TURBULENT TRANSITION TO MODERN TIMES"

READING ASSIGNMENT

"A Century of Crisis for Early-Modern Europe (c. 1560-c. 1660)," chapter 20 in the text. Edward Scobie, "The Black in Western Europe" and "African Women in Early Europe" in *African Presence in Early Europe*.

EXTRA-CREDIT READING ASSIGNMENT : "African Presence in Northern Europe," "African Presence in Eastern Europe," and "Special Essays" in *African Presence in Early Europe*.

TOPICS FOR CLASSROOM ACTIVITIES

1. The roles of internal Church problems and rising nationalism on weakening the once-powerful medieval Church.
2. The impact of the Hundred Years' War on the growth of the modern ideas of representative government and nationalism.
3. The role of religion in the unification of Spain, a necessary step before Columbus' fateful voyage.

## LIBRARY AND HOMEWORK ASSIGNMENTS

1. On your map of Western Europe, locate these nation-states:

Portugal, Spain, England, France.

2. Briefly define or identify the following:

three-field system	Great Chain of Being
midwives	wet nurses
prostitution	enclosure
crime	German Peasant's War
magic	witches
Saint Bartholomew's Day Massacre	Peace of Augsburg
Catholic League	Huguenots
Edict of Nantes	Edict of Amboise
Gustavus Adolphus	Philip II
Thirty Years' War	<i>Don Quixote</i>
Hapsburgs	Spanish Armada
Cardinal Richelieu	Peace of Westphalia